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ABSTRACT

These materials are designed to provide technical assistance to unions, prepare officers and members to work successfully with women who enter male-dominated occupations, and minimize the likelihood of sexual harassment and discrimination. Section 1, Guidelines, identifies problems and provides examples of programs and strategies that union leaders, labor educators, women's advocates, and researchers have found useful. The areas addressed include recruitment; training; assignment, promotion, and retention; and sexual harassment. Section 2, Resource People, provides information about teachers, trainers, researchers, and program staff who are involved in these issues and work with women and men at all levels of the labor movement. They include staff based in unions, universities, colleges, and independent educational and advocacy organizations. Names, addresses, as well as telephone numbers of resource people, and their areas of special expertise and available materials are included. Section 3, Resource Materials, is an annotated bibliography of books, reports, films, articles, and chapters focused on women and nontraditional semiskilled and skilled trades occupations, including apprenticeship and sexual harassment. The Montana State AFL-CIO Resolution in Favor of Women's Access to Nontraditional Jobs is attached. (YLB)

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Technical Assistance Package for Working With Unions

The Nontraditional Employment Training (NET) Project

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NONTRADITIONAL EMPLOYMENT TRAINING (NET) PROJECT

TECHNICAL ASSISTANCE PACKAGE FOR WORKING WITH UNIONS

Prepared by:

Brigid O'Farrell
Center for Women Policy Studies
May 1993

INTRODUCTION

Currently, only 2 percent of skilled trades jobs are held by women, and only 9 percent of women served in Job Training Partnership Act (JTPA) programs are trained and placed in nontraditional occupations. Wider Opportunities for Women created the Nontraditional Employment Training (NET) Project in 1990 to improve access to nontraditional training and well-paid jobs for women through JTPA programs across the United States. Supported by the Ford Foundation and the U.S. Department of Labor Women's Bureau, the project has developed institutional strategies that can be implemented by JTPA administrators and program providers to:

- **assess the barriers** to nontraditional training in their communities;
- **develop community teams to overcome the barriers** in administrative systems, contract management, recruitment, assessment, supportive services, occupational skills training, job development and retention;
- **set goals** for training, placing, and retaining women in nontraditional jobs;
- **integrate women into pre-existing training programs and on-the-job training slots** that are in male-dominated occupations;
- **revamp contracting procedures** to give priority to proposals with nontraditional occupational training components;
- **train staff and service providers** to support the transition of women into nontraditional programs;
- **develop training packages** to be used by all parts of the local training systems;
- **provide technical assistance to employers and unions** to prepare them to work successfully with women; and
- **promote coordination and collaboration** with vocational education, the apprenticeship and training system, the state sex equity office, and the JOBS program.

The NET site demonstration projects link WOW, the Private Industry Council, and a local women's employment and training organization to lead the project in each site. Support is provided by a local leadership team, composed of JTPA staff and board members, employers, unions, vocational education administrators, state legislators, apprenticeship and training officials, JTPA service providers, community-based women's organizations, the sex equity coordinator, and tradeswomen. Current NET sites are in Milwaukee, Wisconsin; the state of Montana; and Hartford, Connecticut.

One strategy to avoid problems that typically arise when women enter male-dominated occupations, minimizing the likelihood of sexual harassment and discrimination, is to provide technical assistance for unions, preparing officers and members to work successfully with women. The following materials were developed by Wider Opportunities for Women as part of the NET Project to help provide technical assistance to unions. The guidelines and lists of people, programs, and materials were developed from conversations with over 70 people in unions, labor education programs, women's organizations, government agencies, and research centers, as well as from the review of training materials and the research literature.

Section One, Guidelines, identifies problems and provides examples of programs and strategies that union leaders, labor educators, women's advocates, and researchers have found useful. The areas addressed include recruitment, training, assignment, promotion, retention, and sexual harassment. More information about the specific examples can be found through the resource lists.

Section Two, Resource People, provides information about teachers, trainers, researchers, and program staff who are involved in these issues and work with women and men at all levels of the labor movement. They include staff based in unions, universities, colleges and independent educational and advocacy organizations.

Section Three, Resource Materials, is an annotated bibliography of books, reports, films, articles, and chapters focused on women and nontraditional semi-skilled and skilled trades occupations, including apprenticeship and sexual harassment.

For further information -- contact Donna Milgram, Nontraditional Employment Training (NET) Project Director, at WOW (202-638-3143) or Brigid O'Farrell, Center for Women Policy Studies, 2000 P Street, NW, Washington, DC 20036 (202-872-1770).

GUIDELINES

OVERVIEW

At the outset, technical assistance programs for unions should recognize six important factors that set the stage for developing supportive programs, especially for low-income women and women of color. When preparing to work with unions find out how these factors apply to the specific locals and regions involved and provide examples that directly relate to their situation.

1. Economic Conditions: Acknowledge the difficulties unions face as a result of the economy. A range of skilled jobs have been hard hit during the past decade, and jobs have been lost to restructuring (e.g., the steel industry), technology (e.g., the telephone industry), and recession (e.g., the auto and construction industries). Fewer than 18 percent of eligible workers now belong to unions and the steel workers' union alone lost over 500,000 members during this period. Be sympathetic about unemployment rosters, recall lists, and apprenticeship waiting lists.

2. New Members: Emphasize the importance of women workers to union growth. Economic conditions vary by region and industry. Job growth, the development of new skilled jobs, and a shortage of skilled workers are projected by the year 2000. Women are now 45 percent of the workforce and the majority of new workers will be women and people of color. Organizing and representing women and men in a culturally diverse workforce is critical to the growth of the labor movement.

3. Positive Approaches: Recognize that some unions have initiated positive programs for women. The focus here is to learn from existing programs and develop new programs that enable unions to better support women, to encourage women to be active in unions, and to identify and encourage supportive union men. While job integration strategies can be divisive, they also provide opportunities to strengthen unions and improve the workplace for everyone.

4. Legal Responsibilities: Underscore that unions are clearly prohibited under federal and state equal employment laws from discriminating against women. Unions have been the focus of discrimination court cases and consent decrees with substantial financial costs. All union officers, from shop stewards to international presidents, must be aware of their legal responsibilities. Particularly important for women in nontraditional jobs is the duty of fair representation in sexual harassment cases, where the union represents both the men and women involved.

5. Organizational Structures: Remember that union officers, unlike their management counterparts, are elected by the membership. There is a fine line between representing the members, leading those members on difficult issues, and getting re-elected. Centralized internationals can require policies and programs. Others are organized with local autonomy. Regional or state organizations involving many unions usually only have powers of persuasion. Structure determines the decisions and actions the people you are working with can make.

6. Employer Responsibility: Highlight that you are aware of the need to work jointly with unions and employers or contractors. While unions can voluntarily initiate policies and programs for their own members and have certain legal obligations, primary responsibility rests with employers for recruiting, training, assigning, promoting, and retaining employees, and preventing sexual harassment on the job. Joint apprenticeship committees, hiring halls, negotiating and grievance committees must all work with employers.

RECRUITMENT

Recruiting women for nontraditional jobs requires expanding the traditional recruiting sources. For joint union/management apprenticeship programs especially, this means reaching out to the larger community -- working with women's organizations and the Job Training Partnership Act (JTPA) community. Remember that while unions may have a very strong role in recruitment for apprenticeships, they are joint programs and employers must also be involved.

1. Working with JTPA is not new: Individual unions and the AFL-CIO have worked with JTPA and related programs for many years. The AFL-CIO Human Resource Development Institute (HRDI) develops materials and works with 1,100 labor representatives serving on state and local job training councils and 30 AFL-CIO state central body staff members who are assigned full-time responsibilities for employment and training. More than 300 labor organizations operate training and re-employment programs.

- Dispel myths about working with JTPA. Unions need facts about single mothers and women who have been on welfare, providing success stories of union programs and individuals who have worked hard and learned the trade.

2. Pre-apprenticeship training is important: Unions have successfully worked with women's training programs to familiarize women with tools, increase math capabilities, develop physical strength, and improve test-taking and interviewing skills.

- Examples of two programs that work successfully with unions are Nontraditional Employment for Women (NEW) in New York and Apprenticeship and Nontraditional Employment for Women (ANEW) in Seattle. Other programs for specific locations can be found through the National Tradeswomen's Network.

- Examples of programs under government initiative include the Century Freeway Women's Employment Program and the Oakland Federal Building Project, both in California.

3. Strategies: Recruitment efforts need to be very practical and honest with women about male-dominated jobs and what to expect in the workplace. There is a fine line between being honest and actually discouraging women. Successful techniques used by unions in both the public and private sectors include:

- Advertising openings in newsletters like "Trade Trax" and "Women in the Trades." For example, Sprinkler Fitters' U.A. Local 483 Joint Apprenticeship Committee and the San Mateo County Electrical Joint Apprenticeship and Training Committee advertise apprenticeship openings in "Trade Trax."

- Providing some hands-on experience with equipment and tools in recruiting sessions and job fairs.

- Using union journeywomen as recruiters who can talk realistically about the difficulties of working in a male-dominated job, but also about the rewards and the fact that they are succeeding.

- Having women apprenticeship coordinators who recruit. Examples include Nancy Mason, International Brotherhood of Electrical Workers (IBEW) Local 46 in Seattle, and Alice Ronne, International Union of Operating Engineers Local 15 in New York.

- Developing recruitment materials that feature women. Examples include the Operating Engineers new video, "At The Controls;" a New York City booklet, "Women are Welcome: How to Get a Nontraditional Job in the New York City Police Department and Other City Agencies;" and print and video materials developed by the California Fire Fighter Joint Apprenticeship Program, Guidelines for Integration of Women into the California Fire Service.

- Offering workshops to encourage recruitment at the regional or national level. For example, the Operating Engineers held a workshop on women in nontraditional jobs at their national conference, and HRDI, jointly with the AFL-CIO Public Employee and Metal Trades Departments, offers a workshop on women and nontraditional jobs involving several of the women's training organizations at their national conference.

- Working with high school and vocational school teachers and students to encourage young women to consider the trades. The Sheet Metal Workers, for example, have a Youth-to-Youth program where apprentices recruit in the high schools.

TRAINING

After women have been successfully recruited and have passed the entrance requirements, they must then overcome barriers in the classroom and in on-the-job training programs. There are three problem areas discussed in this section for apprenticeship and other shorter training programs that apply in the building trades as well as in the industrial and public sectors. A fourth major problem area, sexual harassment, which applies to training as well as retention and promotion, is discussed in the final section.

1. Equipment, clothing, and facilities: Unions can help women find the right equipment and clothing and secure, safe, and clean changing and rest room facilities.

- Provide information on companies like Workables for Women, which specializes in work clothes for women. The Coalition of Labor Union Women (CLUW) held a nontraditional style show at their national convention.

- Work with companies in redesigning uniforms or adjusting equipment that was originally designed for men. The California Fire Fighters manual has sections on facilities and apparatus, and clothing and grooming.

- Provide adequate changing and rest room facilities as part of the working conditions in the contract.

- Monitor health and safety requirements mandated by the Occupational Safety and Health Administration (OSHA).

2. Learning the skills: Instructors and co-workers who are union members are often responsible for teaching apprentices and new workers the specific skills of a trade. Exclusion from formal and informal training is not uncommon for women.

- Informal mentoring: The fire fighters union in the southwest has initiated an informal mentoring program, with assistance from labor educator Sandy Pope. Fire fighters have long learned their jobs by informal mentoring, often father to son. They advocate identifying men who will be supportive, then assigning women to work with them, and providing some support to help the men train the women and work with other men.

- Formal mentor program: The Trades Mentor Network is a formal mentoring program developed in Seattle involving six unions: carpenters, electricians, painters, iron workers, plumbers, and utility workers. The apprenticeship coordinators and instructors identify mentors and at-risk apprentices. The mentors then participate in a 30-hour training program over nine weeks, similar to the program to train union counselors.

- Apprenticeship directors, especially women, can provide extra mentoring and skills support for women in the classroom and through frequent visits to the work site. At Operating Engineers Local 15, Alice Ronne established a women's apprentice support group that meets quarterly and addresses skills needs as well as the support problems and sexual harassment problems discussed below.

3. Support Systems: Part or all of some training programs may be held after work or involve residential institutes that may require substantial amounts of time away from home. Because women, and especially single mothers, still have primary responsibility for family, they may need additional help with short- and long-term problems like finding child care or having time off to care for sick family members. Multi-year apprenticeship programs, combining on-the-job and classroom training, in particular, may require support services for child care, transportation and counseling.

- Bargaining for Family Benefits by the Coalition of Labor Union Women describes negotiating strategies and sample contract language, as does Breaking New Ground by Chicago Women in Trades.

- On the Move: Women in Policing by Susan Martin makes recommendations on work and family issues for women in policing.

ASSIGNMENT, PROMOTION, RETENTION

The difficulities women in male-dominated occupations face are not over once they have been trained. Employers and unions, especially union hiring halls in the construction industry, determine initial job assignment, the structure of job ladders, job posting and bidding procedures, and seniority systems, all of which affect women's ability to stay in nontraditional jobs and to move to the most skilled jobs.

1. Problems: In the construction trades, women with journey-level status report problems with union job referrals and lay-off practices (e.g., LeBreton and Leovy, 1992). Problems also have been documented in companies implementing consent decrees. In the steel industry, newly hired black women were concentrated in the lowest paying janitor jobs (Deaux and Ullman, 1982). In a large manufacturing firm, women were concentrated in the lowest level skilled job families with the least opportunity to move to the most skilled jobs (Harlan and O'Farrell, 1982). In the telephone industry, women were hired and transferred to skilled jobs that were being phased out due to technological change (Hacker, 1979).

2. Organizational responses: These may include passing convention resolutions, negotiating and monitoring affirmative action programs through collective bargaining, processing grievances, providing legal assistance, supporting standing women's committees or, as some prefer, more temporary women's task forces, and conducting surveys to determine problems and possible solutions. Ruth Needleman (1993) stresses the importance of internal pressure from the members and the leadership, as well as pressure from outside organizations and government agencies, to initiate changes.

- Internally, for example, many unions now have Women's Departments or women's committee/council structures in both the private sector (e.g., the International Union of Electrical Workers-IUE and the United Automobile Workers-UAW) and public sector (e.g., the American Federation of State, County and Municipal Employees-AFSCME and the Service Employees International Union-SEIU). The activities of a strong local women's committee to help women in trade jobs is described by IUE members Marcia Hams (1984) and Alex Brown and Laurie Sheridan (1988).

  At the 1992 convention, SEIU passed a Leadership Resolution that commits SEIU to building leadership from the locals to the International Executive Board that reflects the diversity of the membership. The resolution has fostered many initiatives, for example, expanded staff training and regional women's and civil rights conferences.

- An example of outside pressure is in New York City, where progress for women in the construction trades has been slow. The NYC Commission on Human Rights is considering a standardized job referral or hiring hall system with uniform reporting requirements for all of the construction trades, recommended by the Association for Union Democracy.

3. Training responses for men: These programs include providing training programs for shop stewards, local officers, executive boards or staff to describe union policies and responsibilities. Train-the-trainer programs are being used to develop more local leadership and support. They can present factual information on women's success and satisfaction in nontraditional jobs (e.g., apprenticeship completion rates for women and men are similar despite the well documented harassment women face in nontraditional jobs (Glover, 1989)) and discuss strategies for encouraging women to be active in the union. For example:

- A large local of the International Brotherhood of Electrical Workers (IBEW) in New York has a three-day conference for the men on the executive board and the women apprentices and journeywomen, focusing on an overview of women and unions, problems women face in the industry, stopping sexual harassment, and encouraging women to be active in the union and the Coalition of Labor Union Women.

- The Sheet Metal Workers Association has a workshop outline on how the union leaders can help women in the trades, and the International Association of Fire Fighters holds an annual human relations conference for local officers, and women and minority members, which address many of these issues.

4. Training responses for women: This includes encouraging and financially supporting union women to attend labor education programs, summer schools for union women, and other leadership development programs that usually include sessions on women in nontraditional jobs, as well as sessions on such topics as collective bargaining, running for union office, and labor law.

- Cornell University has a credit trade union women's study program.

- CLUW, the University and College Labor Education Association (UCLEA) and the AFL-CIO sponsor regional summer schools for union women that include workshops/programs for women in nontraditional jobs. The location of the week-long programs changes each year within the regions (northeast, south, midwest, and west).

- State-based schools for union women are also increasing, e.g., Michigan, Kentucky and Indiana.

SEXUAL HARASSMENT

Anita Hill's testimony in the Clarence Thomas hearings, the Tailhook scandal in the military, and the Jacksonville Shipyard case for blue-collar workers have all focused attention on sexual harassment as a very important issue for women in both traditional and nontraditional jobs. Unions need to know more about problems specific to the trades and innovative solutions that some unions are trying.

1. Problem: Two recent studies, one by Chicago Women in Trades and the other by the California Joint Apprenticeship Council, document the extremely difficult working conditions for women in nontraditional jobs in the building trades. In the California study, 60 percent of the 150 women included reported that sexual harassment was a serious problem while 67 percent of the 12 sponsors of joint apprenticeship programs said it was not a problem. There is a clear need for better communication. Training programs, with varying content and teaching strategies, are a mechanism widely used by employers, as well as unions, to prevent or stop sexual harassment.

2. Programs: EEO/sexual harassment training may be provided internally by the union education or women's departments, or the union may call on the local labor education programs in a community college or state university or contact local women in the trades organizations. Several approaches and a few program examples include:

- Workshops: These are special workshops on sexual harassment that usually last from two hours to half a day. They may be for shop stewards, business agents, local officers, or state apprenticeship committees. The UAW has an active program of workshops and training sessions for their members. Workshop outlines and material are also offered by the International Brotherhood of Electrical Workers (IBEW), the Sheet Metal Workers Association, the California Fire Fighters Joint Apprenticeship Program, and sessions in police academy training programs. Local 15 of the Operating Engineers offers a half-day workshop for all the apprentices and instructors. AFSCME holds workshops for women members, for men and women union officers, and they do joint labor/management training workshops, including sexual harassment and employment discrimination.

  The SEIU offers regional conferences on sexual harassment. The New York State Joint Apprenticeship Committee conducted a sexual harassment workshop for several hundred apprenticeship coordinators, and the Washington State Labor Council provided a workshop for business agents. The labor studies programs at universities and colleges such as Cornell, Minnesota, UCLA and Empire State have all developed sexual harassment workshops for different unions.

- On-going Training: Sexual harassment material may be integrated into regular training, for example shop steward or apprenticeship training. The IBEW is developing sexual harassment cases that are included as one example of a grievance in its shop steward training. The International Union of Bricklayers and Allied Craftsmen is developing four separate sections of a study circle unit on gender and race for member education.

- Credit Courses: At the labor studies programs at Rutgers, Cornell, Empire State, Minnesota, Indiana and Antioch there are courses on women and work, fair employment, and/or sexual harassment that are taken by union women and men. At Empire State the IBEW Local 3 Apprenticeship Program includes a two-year degree program where a course on sexual harassment is offered as a way to meet requirements. The Antioch degree program with the George Meany Labor Studies Center offers a course on women and work with a one-week residential component. Indiana offers a one-credit course on sexual harassment, a three-credit course on fair employment, and an upper-level course on race, gender and class.

3. Content: Central information is made available in all training, but the specific content and teaching strategies for sexual harassment training will vary depending largely on the union role and the gender of the participants. Procedures for sexual harassment issues must also be placed in the context of general grievance procedures and civil rights programs.

- Members and officers, both men and women, should know the laws and the union policies. Union policies include what is in the constitution, the by-laws, the contract (nationally and locally negotiated agreements), and resolutions passed at conventions. There are federal and state laws and Executive Orders enforced by the Equal Employment Opportunity Commission (EEOC), the Office of Federal Contract Compliance Programs (OFCCP), and state agencies. Use sample contract language or relevant court cases for the specific union, industry, or region.

- Shop steward and local officer training must include the responsibilities of the duty of fair representation. This is particularly important when there is a case of co-worker harassment. It is less problematic with supervisor harassment. Key points to remember include:

  (a) Whether it is supervisor or co-worker harassment, it is ultimately the employer's responsibility to provide an harassment-free work environment.

  (b) For co-worker harassment some unions encourage informal procedures to try and resolve the problem. In the formal grievance process one approach is to assign two stewards, one for each party. Another approach is to have one steward assigned to handle all sexual harassment charges, usually a woman. The union is not required to process a grievance they think is unjustified or defend a member they think is wrong; therefore, decisions must be based on rigorous investigative procedures.

4. Strategies:

- Support from the top is important. At the policy level, Collins (1993) reports that in 1990 the UAW successfully negotiated contract language with the "big three" automakers that prohibits sexual harassment. At the implementation stage, some trainers insist that a high ranking male union official be present or actually co-teach a workshop primarily for men on sexual harassment. This was the case for some of the training for the fire fighters and the operating engineers. The bricklayers use a video that features a strong statement of support from the international president.

- If the class/workshop is all women, the emphasis is on knowing their rights, strategies for dealing with discrimination/harassment, techniques and skills for developing women's committees, running for office, getting resolutions passed, knowing the union structure, etc. Sessions may include assertiveness training for women to recognize a hostile environment and learn when and how to say no to harassment. On-going informal support groups can be very helpful to solve problems without filing complaints.

- If the class/workshop is all men, the focus may be more on sensitivity training, linking central union themes of unity, equity and an harassment-free workplace to women's issues; background on working women; how men and women may see the same action or statement differently; and stressing not only the legal requirements, but the benefits to the union of including and encouraging women. Be flexible, no finger pointing. The object is get the men to listen.

One strategy used by the UAW is to start a session with an example of peer harassment from a college campus, asking the question -- would you want your daughter treated like this at college? The men are outraged and the trainer then develops the similarities to sexual harassment at work, making the point that every woman is some one's daughter. A successful strategy from the Antioch program is to give the men an assignment to interview several women from their local about women's issues, including sexual harassment and write a brief report.

- Role plays, questionnaires, and fact sheets are effective techniques for women and men.

- At Empire State, an especially effective strategy with men (as well as women) is to recognize that the issue is discrimination (not sex) and appropriate behavior at work, requiring new behavioral skills for women and men. Women must learn to define harassment and assert their rights. Men must learn to respect women's assertions and support women's rights by asserting them to other men.

- AFSCME and the UAW conduct joint labor/management workshops. Public sector unions may also represent managers in the bargaining unit.

- Some programs, such as Minnesota's, present women's issues and sexual harassment in the context of the broader topic of cultural diversity, especially in longer courses.

- Several videos are used effectively. Some trainers see videos as too passive, others use them to stimulate discussion, especially if the training program is a full day or longer.

- Individual unions and CLUW have pamphlets, posters, bumper stickers, pins and cards.

RESOURCE PEOPLE

The following people are teachers, trainers, researchers, and program staff based in unions, universities, or independent advocacy organizations. They are involved in developing programs and materials, teaching workshops or courses, and organizing conferences on topics such as women and work, women and nontraditional jobs, sexual harassment, women and union leadership, cultural diversity, and gender and race. They work with women and men in unions, including rank-and-file members, shop stewards, business agents, executive boards, joint apprenticeship councils, and apprenticeship coordinators on the local, regional, state, and international level. (Parentheses indicate areas of special expertise and available materials.)

UNION

Union staff usually focus on workshops, conferences, and on-going training (e.g., shop steward training or labor law) specific to their union, industry, or region.

Chrystl Bridgeforth, Executive Director, Coalition of Labor Union Women (CLUW), 15 Union Square, New York, NY 10003, (212) 242-0700. (Women and organizing, affirmative action/sexual harassment, union participation, and political action/legislation; sexual harassment poster and card, CLUW Directory lists officers and delegates with addresses and phone numbers, CLUW Task Force on Women in Nontraditional Jobs lists members with trades, addresses, and phone numbers.)

Janis Borchardt, Vice President-Asst. Business Agent, Amalgamated Transit Union (ATU) Division No. 1225, 54 Mint Street, Suite 400, San Francisco, CA 94103, (415) 974-6655. Co-chair, CLUW Task Force on Women in Nontraditional Jobs.

Lynn Cairnes, Coordinator, Labor/Management Relations Program, International Masonry Institute, 823 15th Street, NW, Washington, DC 20005, (202) 383-3910. (Recruitment and training materials for women and minorities in the masonry trades, International Union of Bricklayers and Allied Craftsmen.)

Cathy Collette, Director, Women's Department, American Federation of State, County, and Municipal Employees (AFSCME), 1625 L Street, NW, Washington, DC 20036, (202) 429-5090. (Sexual harassment and employment discrimination training for public sector labor and management; detailed pamphlet.)

Gloria Johnson, Chair, Women's Council, International Union of Electronic, Electrical, Salaried, Machine and Furniture Workers (IUE), 1126 16th Street, NW, Washington, DC 20036, (202) 296-1200. CLUW Treasurer. (Developing women's committees/councils, sexual harassment training; pamphlets and materials.)

Leilani Johnston, California Fire Fighter Joint Apprenticeship Program, 1780 Creekside Oaks Drive, Suite 201, Sacramento, CA 95833, (916) 648-1717. (Comprehensive recruitment and training materials for women in fire fighting apprenticeship programs.)

Lea Casstevens, Administrative Assistant to UAW Vice President Carolyn Forrest, Director, Women's Department, United Auto Workers (UAW), 8000 East Jefferson, Detroit, MI 48214, (313) 926-5269. (Sexual harassment workshops for union men and women; pamphlets, bumper stickers, buttons, magnets, training exercises.)

Lynn MacDonald, Special Assistant, Sheet Metal Workers' International Association (SMWIA), 1750 New York Avenue, NW, Washington, DC 20006, (202) 662-0884. Co-chair of the CLUW Task Force on Nontraditional Jobs. (Nontraditional workshop material.)

Edna Primrose, Program Coordinator, National Training Program, International Union of Operating Engineers, (IUOE), 1125 17th Street, NW, Washington, DC 20036, (202) 429-9100. (Recruitment and training materials for women apprentices and journeywomen in heavy equipment construction trades.)

Alice Ronne, Training Coordinator, International Union of Operating Engineers Local 15,
P.O. Box 489 Station B, Howard Beach, NY 11414, (718) 835-0400. Journeywoman heavy equipment operator. (Recruitment, training, and support for women and minorities in apprenticeship and on the job in construction work.)

Pat Stell, United Brotherhood of Carpenters and Joiners of America Local 131,
4015 5th Avenue, NE, Seattle, WA 98105, (206) 553-7170. Journeywoman carpenter and co-chair of the CLUW Task Force on Women in Nontraditional Jobs. (Apprenticeship recruitment and training, and sexual harassment training at state and local level.)

UNIVERSITY

University or college-based staff design specific workshops and conferences and are involved in on-going union training (e.g., shop steward training), but also teach longer credit courses in degree-granting programs. They are usually affiliated with the University and College Labor Education Association (UCLEA).

Dawn Addy, Labor Education Service, University of Minnesota,
271 19th Avenue South, Room 437, Minneapolis, MN 55455, (612) 624-5020. Chair, Women's Caucus, University and College Labor Education Association. (Women's issues in context of cultural diversity for unions, and discrimination and harassment, especially in the building trades.)

Sue Cobble, Department of Labor Education, Institute of Management and Labor Relations, Rutgers University, Ryders Lane and Clifton Avenue, New Brunswick, NJ 08903, (908) 932-9502. (Training tradeswomen as instructors.)

Jeffrey Grabelsky, Construction Industry Programs, New York School of Industrial and Labor Relations, Cornell University, 15 East 26th Street, New York, NY 10010, (212) 340-2800. (Integrating gender and race issues into union training and development.)

Susan Hallgarth, Coordinator, Working Women's Studies, The Harry Van Arsdale Jr. School of Labor Studies, Empire State College, State University of New York (SUNY), 330 West 42nd Street, New York, NY 10036-6901, (212) 279-7380. (Associate degree program for IBEW union apprenticeship program, sexual harassment and women and work courses for apprentices and union women and men earning degrees in labor studies.)

Joyce Kornbluh, 1005 Berkshire Road, Ann Arbor, MI 48104, (313) 662-6219.
Retired Director, Program on Women and Work, Institute of Labor and Industrial Relations, University of Michigan-Wayne State University. (Workshops, conferences, and week-long courses on women and work for union women and men; affiliated with the Antioch Program, Meany Labor Studies Center.)

June McMahon, Coordinator, Center for Labor, Research, and Education, University of California-Los Angeles, 1001 Gayley Avenue, Los Angeles, CA 90024, (310) 825-9603. (Sexual harassment training for men and women in several different unions.)

Francine Moccio, Director, Institute for Women and Work, School of Industrial and Labor Relations, Cornell University, 15 East 26th Street, 4th Floor, New York, NY 10010, (212) 340-2800. (Conferences and workshops on women in nontraditional jobs and sexual harassment, especially in the building trades.)

Ruth Needleman, Coordinator, Labor Studies Program, Indiana University,
3400 Broadway, Gary, IN 46408, (219) 980-6825. (Courses on sexual harassment and work with construction trades and steelworkers.)

Audrey Seidman, Director of Public Affairs and Community Programs, Center for Women in Government, State University of New York-Albany, Draper Hall, Room 302, 135 Western Avenue, Albany, NY 12222, (518) 442-3900. (Sexual harassment prevention training materials and workshops for women in nontraditional jobs in the public sector.)

TRAINING AND ADVOCACY

Staff from independent educational and advocacy organizations generally provide training and technical assistance for a variety of community organizations, as well as unions, on a regional basis. For a comprehensive list of people and programs see the Directory of Nontraditional Training and Employment Programs Serving Women by the Women's Bureau, U.S. Department of Labor, 1991.

Mary Ellen Boyd, Consultant,
301 West 53rd Street, New York, NY 10019, (212) 246-4991. (Training for women and unions on nontraditional jobs/sexual harassment.)

Linda Butler, President, Tradeswomen of Philadelphia/Women in Nontraditional Work, Inc.
3001 Dickinson Street, Philadelphia, PA 19146, (215) 551-1808. (Technical assistance to unions, employers and training providers on a full range of issues related to women's integration into nontraditional occupations.)

Camille Colatosti, Director, Working Women's Project,
11391 Lumpkin, Hamtramck, MI 48212, (313) 365-6641. Member, Newspaper Guild Local 22. (Sexual harassment, women, public health care and other service sector workers; co-author of union handbook.)

Shai Kane, Outreach Organizer, Trades Mentor Network,
115 Battery Street, Seattle, WA 98121, (206) 461-8408. Member, United Brotherhood of Carpenters, Local 131. (Work with apprentices and mentors from five unions.)

Elissa Karg, Labor Consultant, Working Women's Project,
11391 Lumpkin, Hamtramck, MI 48212, (313) 365-6641. (Sexual harassment and unions; co-author of union handbook.)

Gay Kiesling, Director, Apprenticeship and Nontraditional Employment for Women (ANEW),
P.O. Box 490, Renton, WA 98056, (206) 235-2212. Member, Sheet Metal Workers Union, Local 66. (Work with unions, JTPA community and Renton Technical College to recruit and train women for apprenticeship programs.)

Sandy Pope, New Party,
227 West 40th Street, Suite 1303, New York, NY 10018, (212) 302-5053. Former Executive Director, Coalition of Labor Union Women. (Work with union men, buddy systems, and women's task forces, especially with the International Association of Fire Fighters.)

Lola Snyder, Director of Education and Technical Assistance, Nontraditional Employment For Women (NEW),
243 West 20th Street, New York, NY 10011, (212) 627-6252. (Work with unions on job integration/sexual harassment issues, as well as recruiting and training women for nontraditional jobs.)

Eileen Sullivan, Director, Women's Project for Union Democracy, Association for Union Democracy,
500 State Street, 2nd Floor, Brooklyn, NY 11217, (718) 855-6650. (Resource for rank-and-file union women, providing legal advice and referrals, counseling, training and workshops including sexual harassment.)

RESEARCH

Researchers based in universities, unions and advocacy organizations have studied women in nontraditional employment to identify barriers and develop solutions to occupational segregation.

Sharon Harlan, Research Director, Center for Women in Government, State University of New York-Albany, Draper Hall, Room 302, 135 Western Avenue, Albany, NY 12222, (518) 442-3900. (Women, job training, and public policy research.)

Susan Martin, Sociologist, 5511 Montgomery Street, Chevy Chase, MD 20815, (301) 656-5363. (Women and police work research.)

Brigid O'Farrell, Senior Associate, Center for Women Policy Studies, 2000 P Street, NW, Washington, DC 20036, (202) 872-1770. (Women, nontraditional jobs, and labor union research.)

Norma Riccucci, Associate Professor, Department of Public Administration and Policy, State University of New York-Albany, 135 Western Avenue, Albany, NY 12222, (518) 482-3688. (Research on women, people of color, and unions in the public sector.)

RESOURCE MATERIAL

BOOKS

Bravo, Ellen and Ellen Cassedy. The 9 to 5 Guide to Combating Sexual Harassment. 1992. 9 to 5, 614 Superior Avenue, NW, Cleveland, OH 44113, (216) 566-9308 or CLUW, 15 Union Square, New York, NY 10003, (212) 242-0700. $9.95.

Advice on how individuals, employers, and unions can combat sexual harassment. Chapter on men and on what a good union should do.

Cobble, Dorothy Sue. Women and Unions: Forging a Partnership. 1993. ILR Press, School of Industrial and Labor Relations, Cornell University, Ithaca, NY 14853-3901, (607) 255-2264. $19.95.

An edited volume about a new relationship emerging between women and the labor movement. Addresses problems of low pay, occupational segregation, part-time and home work, and family needs, as well as new directions in organizing and female leadership.

Cockburn, Cynthia. In the Way of Women: Men's Resistance to Sex Equality in Organizations. 1991. ILR Press, Cornell University, Ithaca, NY 14851-0952, (607) 255-1812. $16.95.

British study of men's responses to equality in the workplace and strategies for change. Based on four case studies involving three unions.

Colatosti, Camille and Elissa Karg. Stopping Sexual Harassment: A Handbook for Union and Workplace Activists. 1992. Labor Notes, 7435 Michigan Avenue, Detroit, MI 48210, (313) 842-6262. $9.

A practical guide written from a labor perspective with chapters on using the union, what to do about unhelpful unions, and organizing. Includes sample survey, union training class, union leaflets, newspaper articles, and bibliography.

Deaux, Kay K. and Joseph C. Ullman. Women of Steel: Female Blue-Collar Workers in the Basic Steel Industry. 1983. Praeger Press, New York.

Analysis of the implementation of a major consent decree. Interviews with employers, employees, and union representatives. Describes successful recruitment and training strategies and the negative effect of recession on affirmative action. Found minority women in the least desirable janitor jobs.

Harlan, Sharon L. and Ronnie J. Steinberg (Eds.). Job Training for Women: The Promise and Limits of Public Policies. 1989. Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122, (215) 204-8787. $22.95.

Comprehensive volume of 20 chapters on training and public policy for women. Includes a section on training for nontraditional jobs with an introduction and four chapters covering apprenticeship, physical training, secondary vocational education, and nontraditional training for women.

Martin, Susan E. On the Move: The Status of Women in Policing. 1990. The Police Foundation, 1001 22nd Street, NW, Suite 200, Washington, DC, 20037, (202) 833-1460. $19.95.

An assessment of women's progress in police work with results from a national survey of police departments and case studies in five police agencies. Progress has been made, but serious problems remain and recommendations include changes in recruitment, training, assignment and promotion.

Martin, Susan E. Breaking and Entering: Policewomen on Patrol. 1980. University of California Press, 1445 Lower Ferry Road, Ewing, NJ 08618, (800) 822-6657. $10.95.

Participant observation study of women and men in a major metropolitan police force. Details individual and institutional barriers to women's success.

Midwest Center for Labor Research. Feminizing Unions. Spring 1988. Labor Research Review, 3411 West Diversey Avenue, Suite 10, Chicago, IL 60647, (312) 278-5418. $8.

An edited volume with an overview on women workers and unions, articles on IUE Local 201's Women's Committee, women miners' fight for parental leave, and poems by electrician Susan Eisenberg.

Reskin, Barbara F. and Patricia A. Roos. Job Queues, Gender Queues: Explaining Women's Inroads into Male Occupations. 1990. Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122, (215) 204-8787. $18.95.

Analyses of 1970-1980 occupational data with case studies of 11 occupations that went from being predominantly men to predominantly women, specifically relevant are bakers and printers.

Riccucci, Norma M. Women, Minorities, Unions and the Public Sector. 1990. Greenwood Publishing Group, Westport, CT, (203) 226-3571. $39.95.

An analysis of case law documenting discriminatory practices by unions, particularly the police and fire fighters. Reviews court ordered remedies and includes a chapter on the legal responsibilities of unions and joint labor/management cooperation.

Schroedel, Jean R. Alone in a Crowd: Women in the Trades Tell Their Stories. 1985. Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122, (215) 204-8787. $14.95.

Twenty-five women tell in their own words what it is like to be a woman in traditionally male trade jobs. They include fire fighters, electricians, machinists, and tugboat mates. They represent all different ages, races and ethnic groups, educational levels, political and sexual orientations. Five women specifically talk about unions and four focus on race.

Walshok, Mary Lindenstein. Blue-Collar Women: Pioneers on the Male Frontier. 1981. Anchor Books, Garden City, NY, (212) 765-6500.

A still timely, in-depth study of 117 women in nontraditional jobs in California. Focuses on family background and actual work experiences with policy implications, such as recruitment strategies, preassignment orientation, and competency-based training and evaluation, for developing basic skills and aptitudes, competency and commitment, and support systems.

Williams, Christine L. Gender Differences at Work: Women and Men in Nontraditional Occupations. 1989. University of California Press, 1445 Lower Ferry Road, Ewing, NJ 08618, (800) 822-6657. $13.

A study of gender identification and the psychological and economic impacts of working in a nontraditional job, based on in-depth interviews and surveys of a small sample of women in the Marine Corps and men in the nursing profession.

Zimmer, Lynn. Women Guarding Men. 1986. University of Chicago Press, 11030 South Langley Avenue, Chicago, IL 60628, (312) 568-1550. $25.

Study of the difficulties faced by women guards, although they are unionized and make up 20 percent of personnel.

REPORTS

AFL-CIO. Department of Education, Film Division. Films and Video Tapes for Labor. 1992. AFL-CIO, 815 16th Street, NW, Washington, DC 20006, (202) 637-5153.

Extensive annotated list of films available for use by labor unions with a section on women in the workplace, as well as sections on grievance and arbitration, labor history, etc.

Arman, Beth. Mentoring as a Retention Tool for Women, People of Color, and Other At-Risk Apprentices: Survey Results and Lessons from Other Mentoring Programs. Trades Mentor Network, 115 Battery Street, Seattle, WA 98121, (206) 461-8408.

Survey of 82 women who had graduated from or dropped out of one of three apprenticeship programs. Documents the positive effects mentors can have in assisting and retaining women and people of color in apprenticeship programs. Presents lessons from other mentoring programs.

California Apprenticeship Council, Standing Committee on Equal Opportunity In Apprenticeship. Survey Results. 1992. California Apprenticeship Council, (415) 703-4251.

Survey of 150 female apprentices and journeywomen and 12 program sponsor coordinators. Shows continuing problems with recruitment and retention, including lack of work, sexual harassment and child care. Women are generally older single parents. Sixty percent of the women indicated that sexual harassment was a problem while 67 percent of the coordinators indicated it was not a problem.

California Fire Fighter Joint Apprenticeship Program. Guidelines for Integration of Women into the California Fire Service. 1990. California Fire Fighter Joint Apprenticeship Committee, 1780 Creekside Oaks, Suite 201, Sacramento, CA 95833, (916) 648-1717.

A very comprehensive program overview covering labor/management commitment, legal requirements, recruitment and testing, training, facilities and apparatus, clothing, a bibliography, and sample policies, advertisements, and training materials.

Coalition of Labor Union Women. Bargaining for Family Benefits: A Union Member's Guide. 1991. CLUW, 15 Union Square, New York, NY 10003, (212) 242-0700. $5.

The "ins" and "outs" of winning child care and other family benefits through collective bargaining. Includes sample contract language.

Committee on Education and Labor, Subcommittee on Employment Opportunities, U.S. House of Representatives. Hearing on Sexual Harassment in Nontraditional Occupations. Serial No. 102-117. June 25, 1992. U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Testimony on sexual harassment and other forms of gender discrimination suffered by women in the skilled trades as well as in the science and engineering professions. Participants include representatives from the National Tradeswomen's Network, Tradeswomen of Philadelphia, WOW and the Women's Department of the UAW.

Copeland, Lois and Leslie R. Wolfe. Violence Against Women As Bias Motivated Hate Crime: Defining the Issues. 1991. Center for Women Policy Studies, 2000 P Street, NW, Washington, DC 20036, (202) 872-1770. $15.

Seeks to show that violence against women, including sexual harassment at work, is crime against individuals that is meant to intimidate and terrorize the larger group or class of people -- women.

Equal Rights Advocates and San Francisco Lawyers' Committee for Urban Affairs. The Affirmative Action Handbook: How to Start and Defend Affirmative Action Programs. 1992. Equal Rights Advocates, 1663 Mission Street, 5th Floor, San Francisco, CA 94103, (415) 621-0672.

Summarizes the history and legal standards of affirmative action, followed by tips on instituting a plan and building community and political support.

LeBreton, Laurie Wessman and Sara Segal Loevy. Breaking New Ground: Worksite 2000. 1992. Chicago Women in Trades, 37 South Ashland, Chicago, IL 60607, (312) 942-1444.

Survey of 182 women apprentices and journeyworkers, including some who left the trades. Documents continuing discrimination in hiring, layoffs, training and working conditions by employers and unions. Presents a model worksite and specific recommendations for unions and joint apprenticeship committees.

National Council for Research on Women. Sexual Harassment: Research and Resources. 1992. NCRW, 530 Broadway at Spring Street, New York, NY 10012-3920, (212) 274-0730. $9.

Current summary of research on sexual harassment with sections on women in nontraditional jobs and working-class women, an extensive bibliography and a list of researchers/expert witnesses.

NOW Legal Defense and Education Fund. Legal Resource Kit, Employment-Sexual Harassment. 1991. NOW LDEF, 99 Hudson Street, New York, NY 10013, (212) 925-6635. $5.

An overview of sexual harassment law with sample materials, a summary of litigation, guidelines for complaint investigation, an annotated bibliography, and agency names and addresses.

NOW Legal Defense and Education Fund. Legal Resource Kit, Employment-General. 1992. NOW LDEF, 99 Hudson Street, New York, NY 10013, (212) 925-6635. $5.

Outline of current federal legislation, a list of agency names and addresses, and statistical sources.

Phelan, Colleen. Sexual Harassment Solutions at Work: Profiles of Successful Policy and Practice. 1992. National Commission on Working Women of Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005-3104, (202) 638-3143. $20.

Brief descriptions of good policies and programs to combat sexual harassment for seven employers and one union, the UAW.

U.S. Department of Labor, Women's Bureau. Directory of Nontraditional Training and Employment Programs Serving Women. 1991. US DOL, Women's Bureau, 200 Constitution Avenue, Washington, DC 20210, (202) 219-6652. One copy free (please include self-addressed mailing label).

Summary of programs that assist women in obtaining training and employment in skilled nontraditional jobs, including apprenticeships. Includes names, addresses, and phone numbers for programs, as well as relevant government agencies, current statistics and references.

VIDEOS

* Indicates the films are listed in Films and Video Tapes for Labor, Education Department, Film Division, AFL-CIO, 815 16th Street, NW, Washington, DC 20006, (202) 637-5153.

Nontraditional Jobs:

At the Controls, by the Training Program of the International Union of Operating Engineers. 1992. Recruiting film targeting women for the operating engineers apprenticeship programs in the construction trades. Edna Primrose, Program Coordinator, National Training Program, 1125 17th Street, NW, Washington, DC 20036, (202) 429-9100.

*Moving Mountains, by the United Steelworkers of America. 1981. Women work alongside men in open pit mines in Elkford, British Columbia, driving mammoth bulldozers and loaders and working in blasting crews. The company resisted hiring women for this work until the union took legal steps to force the company's hand. The women talk about why they want to do this work, the men's attitude toward them, and the support they received from their local union president. 30 minutes. Rental $5. (16mm only.)

*Tale of "O", by Films, Inc. 1978. How does it feel to be an "O" in world that is made up of "X"s? Cartoon video, based on the work of Harvard's Rosabeth Moss Kantor, humorously depicts the stresses and strains involved in working in an environment where you are a minority. 20 minutes. Rental $5.

*Women of Steel, by Mon Valley Media. 1985. The story of four women who escape low-paying, dead-end jobs through an affirmative action program in the steel mills in the 1970s. Just as their lives begin to improve, the women lose their jobs in the 1980 recession. They are forced to return to low-paying pink-collar jobs, reflecting the economy and the lack of affirmative action in the 1980s. 30 minutes. Rental $5.

Sexual Harassment:

Call Me Sister, Call Me Brother, by the Canadian Auto Workers. Interviews workers who have experienced sexual and racial harassment from other union members. CAW, 205 Placer Court, North York, Willowdale, Ontario M2H3H9, Canada, (416) 497-4110. $12 Canadian.

Intent vs. Impact, by Anderson-Davis. A sexual harassment prevention and resolution video tape. Anderson-Davis, 424 South Newark Way, Aurora, CO 80012, (303) 699-7074.

Sexual Harassment: It's No Game, by the Center for Women in Government. Features excerpts from TV show "Cagney and Lacey." Includes a 44-page curriculum plus handouts. CWG, SUNY-Albany, Draper Hall 302, Albany, NY 12222, (518) 442-3900. $250. Preview $60/week.

*Workplace Hustle, by Clark Communications, Inc. 1981. Explores the many varieties of sexual harassment that women encounter on the job and the emotional and economic impact it has on their lives. Narrated by Ed Asner, the film gives examples that can provide the background for a discussion of this issue and how women can handle the problem individually and through the union. 30 minutes. Rental $5. (16mm only.)

History:

*Rosie the Riveter, The Life and Times of, by Connie Field. 1980. As men went off to war in 1941 and 1942, women were recruited for industrial jobs that had previously been closed to them. Five women talk about their experiences in the factories that built tanks, ships and bombers and what happened to them after the war when the men returned. 60 minutes. Rental $10. (16mm only.)

*Women of Summer, by Bauman-Heller. The Bryn Mawr Summer School, begun in 1921, was one of the first residential schools for women workers in America. More than 1,500 women participated. This video tells the history of the school, combining materials from that time with interviews of former faculty and students at a reunion. 55 minutes. Rental $10.00.

Other:

*CLUW: The First Decade, by the Labor Institute of Public Affairs. 1985. Reviews the first decade of the Coalition of Labor Union Women leading up to and including its 10th anniversary convention and includes interviews with the founding mothers. 19 minutes. Rental $5.

*Job Corps: A Step Into the Future, by the Building Trades Department, AFL-CIO. 1989. Quality training for members of the Job Corps is provided by craft unions in the Job Corps camps they sponsor. Options available to young people include learning the skills of carpenter, cook, painter, bricklayer, operating engineer, or cement mason. 13 minutes. Rental $5.

Training America's Workers (Union on the Job), by the Human Resources Development Institute. 1990. Describes the concerns of the AFL-CIO's Human Resources Development Institute, explains how the JTPA program works, and provides examples of union programs that have been established to meet the needs of disadvantaged and displaced workers. 15 minutes. Rental $5.

NEWSLETTERS/MAGAZINES

Tradeswomen, Inc., P.O. Box 40665, San Francisco, CA 94140, (415) 821-7334. Membership $35 (employed), $20 (unemployed) includes subscriptions to:

"Trade Trax: A Newsletter for Women in Blue-Collar Occupations." A bi-monthly publication of Tradeswomen, Inc.

Tradeswomen: A Quarterly Magazine for Women in Blue-Collar Work.

"The Webb Report: A Newsletter on Sexual Harassment by Susan Webb Since 1985." Premiere Publishing, Ltd. 145 Northwest 85th Street, Suite 103, Seattle, WA 98117, (800) 767-3061. $120/year. Several other videos, books, manuals, training kits and booklets on sexual harassment are also available.

LITERATURE

Doro, Sue. Blue Collar Goodbyes. 1992. Papier-Mache Press, 795 Via Manzana, Watsonville, CA 95076-9154, (800) 927-5913. $8 (paper), $12 (hardcover).

Poetry and essays about plant closings, job loss and nontraditional work. For 13 years the author was the only female machinist at the former Milwaukee Road Railway and Allis Chalmers Tractor Shop.

Eisenberg, Susan. It's A Good Thing I'm Not Macho. 1984. Whetstone Press, 94 Green Street, Jamaica Plain, Boston, MA, (617) 625-0193.

Poems by a woman electrician doing union construction work in Boston.

Zandy, Janet (Ed.). Calling Home: Working Class Women's Writings, An Anthology. 1990. Rutgers University Press, 109 Church Street, New Brunswick, NJ 08901.

An anthology of writings by and about working-class women representing the ethnic, racial and geographic diversity of working-class experience. Sections include "I am a Woman Worker," "Testimony for Workers," "The Job," and "Strikes."

ARTICLES AND CHAPTERS

Bernard, M.L. 1991. "Learning Skills, Teaching Skills Create Skilled Labor." Tradeswomen Summer:18-19.

Short article about Nancy Mason, apprenticeship director, IBEW Local 46, Seattle.

Berryman, Sue E. and Linda J. Waite. 1987. "Young Women's Choice of Nontraditional Occupations." In Ingredients for Women's Employment Policy, ed. C. Bose and G. Spitze. Albany: State University of New York Press.

Analysis of a large, national, longitudinal survey of young women's nontraditional job choices, in both blue-collar and professional fields.

Boyd, Mary Ellen and Elizabeth Edman. 1987. "Women In Non-Traditional Employment." Fortieth Annual National Conference on Labor, New York University, New York: Matthew Bender and Company, Inc.

Historical perspective of women in nontraditional work followed by an overview of current problems and changes necessary in areas such as vocational education, apprenticeship programs and the job site.

Brown, Alex and Laurie Sheridan. 1988. "Pioneering Women's Committee Struggles with Hard Times." Labor Research Review Spring.

Development of the IUE Local 201 Women's Committee and the issues they address, including nontraditional jobs and pay equity.

Center for Women in Government. 1987. "Task Force Tackles Barriers to Nontraditional Jobs." News on Women in Government Spring: 8-10.

Addressing barriers to nontraditional jobs in New York state.

_____. 1986. "Uniforms and Overalls: Helping Women Fit." News on Women in Government June:5-8.

Strategies for integrating women into nontraditional public sector jobs.

_____. 1985. "Sanitation Women: Will They Be the First?" News on Women in Government June:2-3.

Integrating the New York sanitation department.

Chertas, Cynthia H. and Sarah C. Phillips. 1989. "Physical Training as a Strategy for Integrating Municipal Uniformed Services." In Job Training for Women: The Promise and Limits of Public Policies, ed. S.L. Harlan and R.J. Steinberg. Philadelphia: Temple University Press.

Summary and analysis of the history, tests, and model training programs of the New York City Sanitation and Fire Departments. One finding is that training works, but is not sufficient for successfully integrating women.

Collins, Linda Housch Kwanza. 1993. "To Hell With You Charlie: The UAW Confronts Sexual Harassment." Labor Research Review 20 Spring: 71-78.

A summary of the UAW's history of combating sexual harassment as well as its current efforts in training and contract language.

Eisenberg, Susan. 1992. "Welcoming Sisters into the Brotherhood." Sojourner 18(2) October.

Interview with Nancy Mason, apprenticeship director, IBEW Local 46, Seattle.

_____. 1992. "Tradeswomen: Pioneers -- Or What?" Sojourner 17(11) July.

Questions the reasons for the term "pioneer" and looks to better approaches for women in the trades in the 1990s.

Freeman, Richard B. and Jonathan S. Leonard. 1987. "Union Maids: Unions and the Female Work Force." In Gender in the Workplace, ed. C. Brown and J.A. Pechman. Washington, DC: The Brookings Institution.

Overview of union women in the workforce, with statistical analyses. Finds positive effect of unions on affirmative action and pay equity for women.

Glover, Robert W. 1989. "Apprenticeship: A Route to the High-Paying Skilled Trades for Women?" In Job Training for Women: The Promise and Limits of Public Policies, ed. S.L. Harlan and R.J. Steinberg. Philadelphia: Temple University Press.

Review of women in apprenticeships and problems during the 1980s, with a comparison of the programs and progress for people of color.

Gray, Stan. 1984. "Sharing the Shop Floor: Women and Men on the Assembly Line." Radical American 18:69-88.

Study of women and men in a large industrial factory, focusing on men's reactions and possible solutions to resistance.

Gruber, James E. and Lars Bjorn. 1982. "Blue-Collar Blues: The Sexual Harassment of Women Autoworkers." Work and Occupations 9:271-97.

Study of women in a predominantly male auto plant. Documents harassment, particularly of women in lower-level jobs and women of color.

Hacker, Sally L. 1979. "Sex Stratification, Technological and Organizational Change: A Longitudinal Case Study of AT&T." Social Problems 26:539-57.

Documents the integration of women into nontraditional jobs that were being phased out due to technological changes.

Hall, E.E. 1992. "Bridges to Equity." Tradeswomen Summer:22-24.

Description of an internal employer recruitment and training program for nontraditional trade jobs in Canada.

Hammond, Judith A. and Constance W. Mahoney. 1983. "Reward-Cost Balancing Among Women Coal Miners." Sex Roles 9:17-29.

Study of the economic and psychological costs and rewards of working in coal mines for women.

Hams, Marcia. 1984. "Women Taking Leadership in Male-Dominated Locals." Women's Rights Law Reporter 8:71-82.

Description of the IUE Local 201 Women's Committee and its struggle for nontraditional jobs and pay equity using the union and the legal system.

Harlan, Sharon L. and Brigid O'Farrell. 1982. "After the Pioneers: Prospects for Women in Nontraditional Blue-Collar Occupations." Work and Occupations 9:363-86.

Comprehensive analyses of a large industrial factory showing women being concentrated in the lower-level nontraditional job categories, with possible job loss during economic downturn.

Johnson, Wendy. 1991. "Model Programs Prepare Women for Skilled Trades." In Women, Work, and School, ed. L. Wolfe. Boulder: Westview Press.

Descriptions of several model programs for women in the trades.

Kelley, Mary Ellen. 1982. "Discrimination in Seniority Systems: A Case Study." Industrial and Labor Relations Review Vol. 36, No. 1 (October): 40-55.

Statistical analyses of the effects of seniority systems on minorities and women even if they were not intended to discriminate, with a review of the legal cases at the time.

Keppler, Kay. 1992. "Federal Building Exceeds Hiring Goals." Tradeswomen Spring:17-22.

Description of the affirmative action program at the Oakland Federal Building.

Lembright, Muriel F. and Jeffrey W. Riemer. 1982. "Women Truckers' Problems and the Impact of Sponsorship." Work and Occupations 9:457-74.

Study of women in heavy trucking. Those working with friends and spouses may face less harassment, but may not learn the full job.

McIlwee, Judith. 1982. "Work Satisfaction among Women in Nontraditional Occupations." Work and Occupations 9:299-335.

Study of women in a range of nontraditional jobs. After some time on the job their satisfaction levels look similar to the men with whom they work.

Moccio, Francine. 1991. "Contradicting the 'Common Sense' of Gender Identity: Women as Construction Workers." Institute for Women and Work, Cornell University, Unpublished.

Participant observation and in-depth interviews with 40 women construction trade workers, as well as several employers, unions, and co-workers. Looks at ethnicity, race, gender, and class.

Needleman, Ruth. 1993. "Space and Opportunities: Developing New Leaders to Meet Labor's Future." Labor Research Review 20 Spring:5-20.

Based on interviews and experience, the author argues for the importance of independent space and structured opportunities for developing new leadership among women and people of color. Provides creative examples from different unions.

_____. 1988. "Women Workers: A Force for Rebuilding Unionism," Labor Research Review II Spring: 1-13.

Argues for the importance of organizing women workers and developing women's leadership abilities on different issues and styles of work and for strengthening the labor movement, especially at the local level.

_____ and Lucretia Dewey Tanner. 1987. "Women in Unions: Current Issues." In Working Women: Past, Present, Future, ed. K.S. Koziara, M.H. Moskow, and L.D. Tanner. Washington, DC: The Bureau of National Affairs, Inc.

Review of women in unions and current issues facing them, including earnings, discrimination, sexual harassment, and leadership.

Newman, Winn and Carole W. Wilson. 1981. "The Union Role in Affirmative Action." Labor Law Journal 32 June:323-42.

Review of government policies toward unions. Outlines a more positive role unions can play for women and minorities.

O'Farrell, Brigid. 1987. "Women in Blue-Collar Occupations: Traditional and Nontraditional." In Women Working: Theories and Facts in Perspective, ed. A.H. Stromberg and S. Harkess. Mountain View, CA: Mayfield Publishing Company.

Review of the research of women in blue-collar jobs with a section on nontraditional work, addressing the women, the barriers they face (including harassment from men), and the role of unions.

_____ and Sharon L. Harlan. 1984. "Job Integration Strategies: Today's Programs and Tomorrow's Needs." In Sex Segregation in the Workplace, ed. Barbara F. Reskin. Washington, DC: National Academy Press.

Review of research and programs for women in management and skilled trades with recommendations for policy and programs, including training for local union leaders.

_____, and J. Suzanne Moore. 1993. "Unions, Hard Hats, and Women Workers." In Women and the Labor Movement: Forging a New Partnership, ed. Sue Cobble. Ithaca: Industrial and Labor Relations Press.

Analysis of a local union and how women are able to work with three types of men -- hostile, supportive, and moderate.

Padavic, Irene and Barbara F. Reskin. 1990. "Men's Behavior and Women's Interest in Blue-Collar Jobs." Social Problems 37:613-628.

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ATTACHMENT:

Montana State AFL-CIO Resolution in Favor of Women's Access to Nontraditional Jobs

Montana State AFL-CIO
Donald R. Judge
Executive Secretary
110 West 13th Street, P.O. Box 1176, Helena, Montana 59624
406-442-1708

RESOLUTION 3

WHEREAS, women are 45% of the American workforce; and

WHEREAS, the average wage of women is less than 60% of the average wage of men; and

WHEREAS, working women and their dependents are 48% of those Americans who live in poverty; and

WHEREAS, traditionally male occupations provide substantially better pay and benefits than do traditionally female occupations; and

WHEREAS, significant barriers to recruitment of women into traditionally male occupations exist, including: lack of information about available apprenticeships and job openings, sexual harassment and discrimination, lack of encouragement by parents and schools for young girls to consider such occupations, and lack of understanding of the nature of occupations; and

WHEREAS, the rate of poverty among working women could be substantially reduced if women had access to non-traditional, higher-paying jobs; and

WHEREAS, only 4% of working women are in traditionally male occupations;

THEREFORE BE IT RESOLVED, that the United Brotherhood of Carpenters Local 28 stands in favor of the principle that women should have equal access to traditionally male occupations; and

BE IT FURTHER RESOLVED, that Local 28 stands in favor of programs that are designed to remove such barriers to recruitment of women into traditionally male occupations; and

BE IT FINALLY RESOLVED, that this resolution be forwarded to the 1993 Montana State AFL-CIO convention for their concurrence and support.

Submitted by United Brotherhood of Carpenters Local 28
ADOPTED BY THE 37TH ANNUAL MONTANA STATE AFL-CIO CONVENTION

Printed on Union-made paper